



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

The Making of a Trade School. By MARY SCHENCK WOOLMAN. Boston: Whitcomb & Barrows, 1910. Pp. iv+101. \$0.50.

This volume gives an interesting account of the first experiment in the United States to deal in an adequate way with the problem of furnishing vocational training and guidance to children destined to enter industrial life, otherwise wholly unprepared, at the earliest possible age.

The aim of the school is frankly stated to be the giving of help to the youngest wage-earners, but its ideals are of considerable breadth. They are to demonstrate to the community what education is needed for "the lowest rank of women workers," to train a girl to become self-supporting and adaptable, "to understand her relation to her employer, to her fellow-workers, and to her product," and to value health and moral and intellectual development.

The necessity for this effort was found to be the unfortunate social and economic conditions and especially the lack of opportunity for progressive work. "After several years spent in the market" the girl was found to be little better off than on her entrance into industrial life.

After investigation trades were selected in which are used the sewing machine (foot and electric power), the paint brush, paste brush, and needle. In organizing instruction all unnecessary waste was eliminated, short, intensive courses were planned to give knowledge and skill in the technical aspects of the selected trade and to develop mental alertness on the part of the worker. It has been observed that "the academic dullness which is shown at entrance comes frequently from lack of motive in former studies." The fundamental importance of health and the value of trade art as a help to progress are given special emphasis.

The supreme value of its trade-order business, as an educational asset, is shown in the following quotation: "It provides the student with adequate experience on classes of material used in the best workrooms; these girls could not purchase such materials and the school could not afford to buy them for practice. The ordinary conditions in both the wholesale and the custom trade are thus made a fundamental part of instruction. Reality of this kind helps the supervisor to judge the product from its trade value, and the teaching from the kind of workers turned out. Through the business relation the student quickly feels the necessity of good finish, rapid work, and responsibility to deliver on time. The business-like appearance of the shop at work on the orders and the experience trade has had with the product have increased the confidence of employers of labor in the ability of the school to train practical workers for the trades. . . . The business organization and management required in the adequate conduct of a large order department can itself be utilized for educational purposes."

A chapter devoted to representative problems makes an illuminating analysis of the difficulties which must be met and solved by those organizing schools

for workers in the lower grades of industry. While the instruction must be direct and specific some preliminary general training is needed and work intended to awaken vocational interests should also be provided. The author believes that all this might and should be given in the public elementary school. Other difficulties are the keeping of the school organization flexible and sensitive to ever-changing trade conditions and in "close contact with industrial and social organizations of workers in settlements, clubs, societies, and unions, that all phases of the wage-earner's life, pleasures, aims and needs, may be appreciated." There is the difficulty of securing suitable teachers, and adequate financial support, and finally of working in harmony with the ideals of organized labor.

The present quarters and equipment represent an investment of about \$200,000 and the 1908-9 budget was \$49,000. "At the beginning of 1908 there were 254 students in the school; 689 were registered during the year, making a total of 943 girls."

The tuition is free, and, from its foundation in 1902, the school has depended entirely upon voluntary contributions for its support. "There have been few large donations and the donors represent all classes of the community—patrons of and workers in sociological, economic, philanthropic, and educational fields, employers of labor, and auxiliaries of many kinds of workers organized for special purposes. The most significant help, perhaps, and the largest in proportion to its income, has been that of the wage-earners themselves—not only the girl who has benefited by the instruction, but the general mass of women workers."

Mrs. Woolman's book is condensed experience and as such is an epitome of the present movement for vocational education. This experience has had great influence on the organization and methods of the new industrial schools of the country and the principles for which it has stood from the beginning have gained wide acceptance during the last three years. This little volume is thus the record of an epoch-making experiment.

FRANK M. LEAVITT

THE UNIVERSITY OF CHICAGO

A Critical Study of Current Theories of Moral Education. By JOSEPH KINMONT HART. Chicago: The University of Chicago Press, 1910. Pp. v+48. \$0.53 postpaid.

The present wave of interest in moral training is advancing rapidly in America. Commissions and national societies are exerting themselves to provide some better substitute for the old-time religious instruction. There is even danger that teachers may have forced upon them a new formal responsibility. The manual and household arts have gained a place in the curriculum by means of the prejudice in favor of a disciplinary label, "manual training," but the latest report of the dean of Teachers College shows that this term is being crowded by others which indicate the content or subject-matter rather than the discipline. Meanwhile moral training is pressing for recognition. Mrs. Cabot's *Ethics for Children*, which was written for the South